



Rosebank School

Listening, Responding, Learning

ROSEBANK SCHOOL HOME-SCHOOL POLICY

DATE OF THIS POLICY:	May 2021
Ratified by Governors:	Ratified June 2021
Frequency of update:	Every 5 years
Due for revision:	May 2026
Person responsible:	Family Support Worker

ROSEBANK SCHOOL

HOME-SCHOOL POLICY

RATIONALE

Rosebank recognises that parents are a child's first educators and know their child better than anyone else. We therefore greatly value their knowledge and experience and seek to work in partnership with parents to support the child in achieving their full potential.

Some of the benefits of staff and parents working together may include:

- increasing skills and understanding by learning from each other;
- discussing priorities and objectives to agree as to what might be worked on at home and at school;
- exchanging information about the child's behaviour at school and at home which reduces the likelihood of incorrect assumptions being made about what happens in each of the settings;
- co-ordinated approach to teaching skills such as communication, dressing or emotional regulation both at home and at school;
- discussing activities or sensory experiences a child finds calming or stimulating and using these to promote self-regulation at home and school.
- understanding the expectations each party has of the other.

AIMS

We aim to establish both formal and informal networks of communication with parents to ensure that school is welcoming and accessible at all times.

We appreciate that many pupils travel long distances and therefore many parents do not have daily face-to-face contact with school. In addition, the nature of the children's difficulties means that many are unable to communicate about events in their day. We therefore aim to provide useful information on a regular basis to support the parents in their child's education and to promote real partnership and involvement.

To ensure that all parties have a common understanding of their responsibilities, we aim to establish and maintain a set of common expectations between all parties. These expectations are listed at the end of this policy, and are discussed with parents at the initial transition home visit.

PRACTICE

Support and Information about Autism

School staff have a wealth of experience and information about autism. We have staff trained in Attention Autism, Zones of Regulation, Lego Build to Express therapy, Talk Draw therapy, sensory processing, Intensive Interaction, Social Stories, PECS, Team Teach, AET training. These approaches inform our practice in school and the support we are able to offer the children and families.

We are able to offer parents the National Autistic Society Earlybird Plus parent support programme, to support with understanding their child's needs and how those needs might be met at home. We also offer parenting programmes for KS1 (establishing routines at home) and KS2 (parenting an anxious child).

Specialist practitioners working with school also provide workshops as needed, including speech & language therapy, continence specialists, learning disability CAMHS, and school staff with specialist areas lead workshops on curriculum areas, sensory needs and emotional regulation.

Family Support Worker

The school employs a full-time Family Support Worker during the term time to support parents with any issues or concerns they may have either at home or in school. The Family Support Worker is available to support with all kinds of home routines which we know are often complicated for our families, such as sleep, toileting, managing behaviour positively, supporting siblings etc. She is in touch with families via phone calls, texts, WhatsApp and home visits, and will support with form-filling, referrals for health needs, and multi-agency meetings. She also provides support and will arrange transition visits for those families starting at Rosebank or moving on to secondary provision.

Transition in to School

When a place has been confirmed at Rosebank School. The family support worker will contact parents to arrange visits to school and home visits to enable the FSW to get to know families' needs.

Children respond in different ways to starting a new school. Some settle in faster than others, and it can take time for children to feel comfortable and build positive relationships with staff and their peers. Rosebank staff are experienced in supporting children to feel part of the school community, and will do everything reasonably possible to help them enjoy their time in school.

If a child is due to join school at the start of the academic year (September), they will be invited to attend two whole-school transition afternoons in July. If a child joins at a different point during the year, they will be invited to join their new class for one or two sessions in the week or two before they start their placement.

Unless there are exceptional circumstances, children will commence their placement full-time (usually starting part way through a week), to ensure that they are quickly integrated into the structures, systems and expectations in school. Many pupils have had significant periods of part-time or home tuition in previous placements, and we endeavour to ensure that children know that they will be attending school full-time, every day at Rosebank.

Information Sharing

- **Email** The headteacher's weekly newsletter goes out by email. Also sent by email is paperwork relating to Annual Reviews, and whole school information such as term-dates and special events.
- **Home-School Books** provide a daily channel of communication between home and school. This involves input from both school staff and parents.

In school, the book will be written in by a member of the classroom staff, eg teacher or classroom assistant, although therapists may also sometimes write in the book.

Messages from school may include the following as appropriate:

- The events of the day;
- Self-help issues, eg diet, personal care;
- Changes in the timetable or other arrangements;
- The child's mood and behaviour;
- New learning and achievements;
- Questions as to how the child has been at home.

Messages from home may include:

- Questions you would like to ask about your child
- Your child's mood in the morning
- How child was in the evening
- Any significant things that have happened

- Particularly activities that your child was involved in at the weekend
- Keeping staff updated with medical needs, behaviour, sleep patterns as appropriate

➤ **Tapestry** is an online learning journal which we use for sharing photos.

School will usually upload photos at least once a week.

Parents please share photos of:

- Weekend/holiday activities
- Milestones in your child's development
- Activities linked to the Terms Curriculum Topic

Please do not put medical appointments or reasons for absence on Tapestry.

Medical appointments: email- admin@rosebank.cheshire.sch.uk

Sickness absence: telephone the school office each

➤ **Website** provides class pages and up-to-date information.

➤ **Telephone calls** provide a useful link and both parents and staff use them to discuss many issues. During teaching times (9.15-3.15), the admin team will take a message for class staff to return calls to parents at an appropriate time. The family support worker is available to parents throughout the day.

➤ **Texting Service or emails** are used by school to provide information to parents and reminders for reviews, events, etc.

➤ **Parents are welcome** to visit the school. It is helpful if a telephone call is made first to check that anyone they need to see will be available.

➤ **Facebook Page** is regularly updated and contains a wealth of information about the highlights of the term such as school activities, fund-raising and class events.

➤ Where parents have regular contact with their child but have a separate address, they will be entitled to have the same information and updates about their child.

Information about Children's Progress

Each child has a SEND Profile, which covers the four areas of their Education Health and Care Plan. Parents will receive an updated copy of the SEND Profile of their child each term, in November, February and July. In February and July information about the child's progress data will also be sent to parents, along with an explanation about what the data shows.

Parents' Evenings are held in the autumn and spring terms. Parents can then see all the records relating to their child's progress, along with samples of their child's work. They can talk with the class teacher, therapy staff, senior leadership team and family support worker.

Formal information regarding a child's development and progress is shared through Annual EHCP Review meetings. The class teacher prepares a report for this meeting and a Speech and Language Therapy report is also provided if appropriate. Parents are also invited to contribute their views in writing, by updating the "Our Story" document and the views of pupils are taken into account through the "Look at Me" document.

Parents will also receive an Annual Progress Report at the end of each academic year.

Social Activities

The Family Support Worker organises regular Coffee Mornings/Afternoons, family play sessions in the holidays, parent workshops and support programmes (eg the National Autistic Society's Earlybird Plus programme). We recognise that although many of our families live a long way from the school, contact with other parents is really valuable.

'Friends of Rosebank' is a parent-led charity – they arrange school fund-raising social events such as the Christmas and Summer Fair. These generally involve the whole family and are well supported and enjoyed by many. New families are encouraged to join Friends of Rosebank meetings/committee and their WhatsApp group to join in with the events (moderated by the Family Support Worker).

Rosebank is continually evaluating its practice and through questionnaires and informal discussions regularly consults parents as to how our policy and practice can be improved to provide greater involvement and support. We continue to recognise the need to work in partnership with parents to enable their children to enjoy a full and happy life both at school and at home.

Parents can expect from school that:

- Staff will communicate openly and honestly about their child's progress and behaviour in school (significant behaviour incidents will be followed up with parents via phone/face-to-face conversation).
- Staff will closely monitor pupils and initiate discussions/referrals for interventions or to external professionals where needed.
- Staff will tailor pupils' learning experiences to their needs and interests as far as is practically possible, and in line with the school's curriculum.
- Staff have a non-judgmental and supportive attitude to any challenges families are experiencing or have experienced in the past.
- In the exceptional cases where school needs to seek the advice of an external professional not included in the local commissioned services, that school will source appropriately qualified and experienced professionals with a track record of engaging positively with local schools.
- Staff will celebrate successes, and make every effort to understand the child's and family's needs.

School expects from parents that:

- They will do their best to ensure their child is ready for the taxi or school start time, and that parents will inform class staff if their child has not eaten breakfast/ meals since the previous day.
- Open and honest communication about their own and their children's strengths, needs, worries, challenges and successes is maintained
- They attend and contribute to planned meetings such as parents' evenings and annual reviews.
- They will seek support from the family support worker or class teacher when issues arise.
- They will read the school's Positive Behaviour Support Policy Summary, establish a 'united front' in supporting their child's behaviour support needs.
- Will contribute to Individual Pupil Support Plan providing information about what works at home. These initially completed with the family support worker prior to the child starting school.
- Where and when it is appropriate, they will talk to their child following an incident of challenging behaviour in school, to discuss how they could make better choices in future.
- They will limit their child's screen play/viewing to age appropriate content and appropriate times of day.

School expects from pupils that:

- They will do their best to make good choices in school
- They will learn to work together with staff and peers to get the best out of their time at school
- They will tell a trusted adult if they have any worries
- They will develop their social and independence skills
- They will learn that 'everyone is different, but we can all be friends'

- Any toys/tablets/MP3 players etc brought on taxi journeys, will be placed in the collection box at the start of the day and collected at the end of the day

HOW WILL WE KNOW THIS POLICY IS WORKING?

- Parents and staff will work collaboratively for the benefit of their child
- Pupils will transfer skills learned at school into the home environment.
- Parents and staff will communicate regularly and keep each other informed of issues regarding their child

MONITORING AND REVIEW

- The Headteacher and Family Support Worker will review this policy regularly.
- The Family Support Worker will ensure this policy is shared with all new parents and that relevant amendments are shared with all parents
- This policy will be reviewed every 5 years to take account of new developments.